



Index

A

Action messages, 35
Active learning, 21–23
Activities. *See* Learning activities
Activity indicators, 45–46
Agora activity, 117
Al Othman, Buthaina, 31–32
Ambrose, L., 65
Application-sharing tools, 41
Assessing learners online, 11–13, 20
Asynchronous communications: lack of immediacy in, 23–24; value of, 136
Audio tools, 36–39; full duplex, 38; half duplex, 38; questions to ask before buying, 143–144; real-time audio controls, 38; recording and playback of live sessions, 47; telephony integration, 38–39; VoIP, 37; Webcasting and streaming broadcasts, 37–38
Australian Institute of Management (AIM), 20–21
Automatic technical checks for computers, 48
Avatars, 35

B

Balzer, Dan, 22–23
Bandwidth: requirements for synchronous learning, 137; video quality and, 40
Baringer, D., 76
Bauwens, Jeanne, 84
Beevers, G., 21–22
Bell, Alexander Graham, 36
Black Box activity, 107
Blogging in real-time, 121–126
Breakout rooms: Stone Soup activity in, 103–107; uses of, 46–47
Briggs, R., 64
Broadcasting: as online learning venue, 51, 53; streaming, 37–38, 61–63
Bubble of concentration, 68–69
Buffering, 37
Buying synchronous tools, 143–146

C

Carnegie Mellon University, 78
Carter, Kimberly, 79
Chat rooms: as online learning venue, 50–54; preparing for sessions in, 92–93

Chats: chat logs, 34; moderated, 34–35; sound effects for, 35–36; synchronous features of, 34; text formatting for, 36
Chickering, Arthur, 15–16, 18, 21, 23, 26, 28, 30, 32
Clockwise Critique, 110
Clockwise Critique activity, 110
Closed caption logging (cclogging), 121–126
Coghlan, M., 17, 22, 31
Co-host role, 87–88, 118–121
Collaboration: with instructors in different time zones, 142; served by synchronous interaction, 3–4; supported with real-time online learning, 7; valued in real-world, 18–19
Communications: conveying human personality, 28–29; emoticons and, 78–80; human interaction in real-time sessions, 10; making assignments and expectations clearer, 29–30; nonverbal cues in virtual, 76–78; prompt feedback from instructors, 23–25
Community created with real-time sessions, 8
Comprehension of material, 8–9
Computers: automatic technical checks for, 48; bandwidth and, 40, 137; cross-platform performance of tools, 143; troubleshooting technical crises, 94–98. *See also* Tools
Conderman, Greg, 84
Conrad, Rita-Marie, 21–22
Cooperation among learners, 18–21
Course management systems (CMS), 138
Cracker Barrel activity, 113–118

D

Day in the Life activity, 120
Dede, C., 56

Designate a Commentator activity, 103
Disabled learners, 144
Distance Education Online Symposium, The, 31
Donaldson, J. Ana, 21–22
Drop-out rates, 26–27
Dyad activities, 111–113

E

Editing recorded sessions, 48
Emoticons, 78–80
Encryption, 146
English as second language, 31–32
Entry and exit announcements, 35
Equipment. *See* Tools
Evaluating online course quality, 16
Evans, Ron, 27–28
Expectations: announcing synchronous participation in advance, 140; communicating high, 28–30; making clear assignments and, 29–30; for video in learning venues, 137–138
Expeditions and virtual training labs, 126–129
Expense of real-time tools, 138
Extended outreach, 4

F

Facilitating real-time learning: chat room preparation, 92–93; dealing with technical crises, 94–98; difficulty of, 138–139; hosting synchronous sessions, 66–67; importance of instructors in, 65–66; integrating feedback into live sessions, 89–91; learning activities and, 99–100; minimizing distractions during sessions, 68–69; organizing participation in, 69–75; preparing for synchronous activities, 91–92; team teaching and cofacilitators,

84, 86, 87–89; virtual classroom and interactive Webcast preparation, 93. *See also* Learning activities; Virtual body language

Faculty. *See* Instructors

Fahlman, Scott, 78

Feedback: from instructors, 23–25; integrating into live sessions, 89–91; inviting pre- and post-event, 142; noting flickers on screen, 89; options for in recorded course postings, 47; polling and quizzing tools for, 45

File-sharing tools, 41–42

Finn, Barney, 36

Firewalls, 145

Flickers on screen, 89

Focusing synchronous events: managing side activities, 73–74; neutralizing distractions, 74–75; setting ground rules, 70–73, 89–90, 97; specifying and maintaining focus, 70, 71; technical means for, 72–73

Full duplex, 38

Further reading resources, 133–134

G

Gamson, Zelda, 15–16, 18, 21, 23, 26, 28, 30, 32

Gauging group *Gestalt* in synchronous interactions, 82–83

Godfrey, Neale, 85

Good practices. *See* Principles for undergraduate instruction

Grading, 20

Ground rules for synchronous events, 70–73, 89–90, 97

Group support systems (GSS), 63, 64

Guest experts: as facilitating role, 87–88; real-time online sessions with, 10, 103, 118–121

H

Haefner, Joel, 23–24, 31

Half duplex, 38

Hofmann, Jennifer, 76

Hosking, Michael, 24–25

Hosting live online sessions, 66–67

Hourcade, Jack, 84

I

Immediacy, 75–76

In-class online aids, 51, 53, 63–64

Informal learning opportunities, 19

Instant messaging (IM): defined, 34; as online learning venue, 51, 52, 54–55

Instruction: misconceptions about synchronous, 135–139; principles for good practice in, 15–16; scheduling synchronous, 140–142; served by synchronous interaction, 3; synchronous language, 17, 31–32. *See also* Principles for undergraduate instruction

Instructors: accessibility to learners, 16–18; assessing learners online, 11–13, 20; calling online sessions, 5; collaborating with partners in different time zones, 142; communicating expectations, 28–30; hosting synchronous sessions, 66–67; importance of, 65–66; making synchronous compact with learners, 5–7; modeling time on task, 26; peer cooperation for, 20; prompt feedback from, 23–25; recognizing learner's online cues, 82–83; respecting diverse talents and learning styles, 30–32, 74; as ringmaster, 69–75; sparking appreciation for subject, 7–8; synchronous certification for, 133; using breakout rooms, 46–47. *See also* Facilitating real-time learning

Interactive Webcasts: as online learning venue, 51, 53, 59–61; preparing for, 93–94
Internet: fostering of collaboration with, 18; holding online Web conferences, 24–25; Search Challenge activity in real-time, 22–23; VoIP, 37; Webcasting and streaming broadcasts, 37–38

J

Just-in-time assistance: taking advantage of, 141; value of, 27–28

K

Ketelhut, D., 56
Kimura, Bert, 65
Krohn, F., 79–80

L

Language improvements, 17, 31–32

Learners: accommodating styles and preferences of, 30–32, 74; activating bubble of concentration, 68–69; cooperation among, 18–21; digital photos of, 93; gauging comprehension of material in real-time, 8–9; instructor accessibility to, 16–18; judging state of mind from online cues, 82–83; making synchronous compact with instructors, 5–7; motivating with synchronous interaction, 26–27; online assessments of, 11–13, 20; online-evaluation of skills and abilities, 11–13; prompt feedback from instructors, 23–25; value of just-in-time assistance for, 27–28; voicing questions and trouble spots in sessions, 9

Learning: active, 21–23; advantages for real-time online sessions, 8; fostering informal, 19; respecting diverse talents and ways of, 30–32; synchronous inter-

actions leading to, 2–3. *See also* Facilitating real-time learning

Learning activities, 99–132; Agora, 117; Black Box, 107; Clockwise Critique, 110; Cracker Barrels, 113–118; Day in the Life, 120; Designate a Commentator, 103; expeditions and virtual training labs, 126–129; Guest Appearances and Co-hosts, 103, 118–121; live blogging and clogging, 121–126; Magnetic Brainstorms, 100–103; multiple venue productions (MVPs), 129–132; Obstacle Course, 107; One of a Kind, 110; Online PMQs, 117; Paired Partners or Dyads, 111–113; Scoreboard, 113; Solo Fishbowls, 107–111; Stone Soup, 103–107; Tag Team, 103; Twenty Questions, 117; Virtual Reference Desk, 128

Learning styles and preferences, 30–32, 74

Learning venues: about, 4, 49–50; chat rooms as, 50–54; expectations for video in, 137–138; features of synchronous online, 51; in-class online aids as, 51, 53, 63–64; instant messaging, 51, 52, 54–55; interactive Webcasts as, 51, 53, 59–61; multiple venue productions, 129–132; multi-user virtual environments as, 51, 52, 55–56; streaming Web broadcasts as, 61–63; uses for online, 52–53; virtual body language in, 75–84; virtual classrooms, 51, 53, 58–59; virtual offices/meeting rooms, 51, 52, 57–58; virtual reference desks, 51, 52, 56–57. *See also* Organizing synchronous venues

Lecturing and synchronous learning, 137

Live blogging and clogging, 121–126

M

Magnetic Brainstorm activity, 100–103
McCarty, Bonnie, 84

McCroskey, J., 76
McGoff, C. J., 65
Mehrabain, Albert, 75
Minimizing external distractions, 68–69
Misconceptions about synchronous instruction, 135–139
Moderated chats, 34–35
Multimedia tools, 46
Multiple venue productions (MVPs), 129–132
Multi-user virtual environments (MUVEs): about, 48; as online learning venue, 51, 52, 55–56

N

New York Herald Tribune, 78
Nonverbal cues in virtual communications, 76–78
Nunamaker, J., 64

O

Obstacle Course activity, 107
Office hours, online Web conferencing for, 24–25
One of a Kind activity, 110
One-on-one sessions, 94
Online courses: encouraging active learning in, 21–23; evaluating quality of, 16; maps for, 44. *See also* Synchronous interactions
Online learning: adapting principles for undergraduate instruction to, 15–16; deciding to call online sessions, 5; prompt feedback in, 24–25
Online learning activities. *See* Learning activities
Online PMQs activity, 117
Organizing synchronous venues, 69–75; accommodating learner styles and preferences, 30–32, 74; ground rules

for, 70–73, 89–90, 97; managing side activities, 73–74; neutralizing distractions, 74–75; specifying and maintaining focus, 70, 71; technical means for focusing attention, 72–73

P

Paired Partner activity, 111–113
Palloff, R., 18, 29
Partnership for 21st Century Skills, 11
Polling: designing schedules based on, 141; as proxy for body language, 80–82; tools for quizzes and, 45
Pratt, K., 18, 29
Presence indicators, 34
Principles for undergraduate instruction: active learning, 21–23; communicating high expectations, 28–30; contact between students and faculty, 16–18; cooperation among students, 18–21; emphasis on time on task, 26–28; overview of, 15–16; prompt feedback, 23–25; respecting diverse talents and ways of learning, 30–32
Private messaging, 34
Producer role, 87

Q

Questions in real-time sessions, 9
Quizzing tools, 45

R

Real-time audio controls, 38
Real-time online sessions: community developed through, 8; gauging comprehension of material in, 8–9; importance of human interaction in, 10; indicators for, 7–10; needs served by, 3–4; prompt feedback in, 24–25; questions arising in, 9; skills assessed in, 11–13. *See also* Synchronous interactions

Recording synchronous sessions: chat logs, 34; editing, 48; location of recorded files, 144; options for feedback in recorded courses, 47

Reinig, B., 64

Remote screen viewing, 45–46

Repplier, Agnes, 136

Ringmasters: hosting synchronous sessions, 67; instructors as, 69–75; phrases used by, 71

S

Sachs, Eleanor, 28

Scheduling: designing from polls, 141; synchronous instruction, 140–142

Schullo, Shauna, 16

Scoreboard activity, 113

Security for synchronous tools, 146

“Seven Principles for Good Practice in Undergraduate Education” (Chickering and Gamson), 15

Sidekick roles for online sessions, 84, 86, 87–89

Simulated online environments, 48

Slides: providing technical support with, 93; tools for, 43

Socialization in synchronous interactions, 4

Solo Fishbowls activity, 107–111

Sound effects for chats, 35–36

Stacey, Paul, 27–28

Stone Soup activity, 103–107

Streaming broadcasting, 37–38, 61–63

Students. *See* Learners

Studio audience role, 88

Support of synchronous interactions, 4

Synchronous certification for instructors, 133

Synchronous compact, 5–7

Synchronous interactions: conveying human personality with, 28–29; diffi-

culty of facilitating, 138–139; English language improvement in, 17, 31–32; gauging group *Gestalt* in, 82–83; hosting, 66–67; instructor accessibility with, 16–18; integrating feedback into, 45, 89–91; learning supported by, 2–3; live, online, 4–5; live video display of, 39–40; making optional, 142; misconceptions about, 135–139; motivating learners with, 26–27; needs served by, 3–4; non-verbal cues in virtual communications, 76–78; opportunities of, 6–7; preparing for real-time classes, 91–92; scheduling, 140–142; time zones and, 141–142; tools for, 139; troubleshooting technical crises in, 94–98; venues for, 4; virtual body language in, 76–77. *See also* Organizing synchronous venues

Synchronous tool purchases, 143–146

T

Tag Team activity, 103

Teachers. *See* Instructors

Technical support assistant role, 88

Technology. *See* Tools

Telephony integration, 38–39

Text formatting for chats, 36

Text-based tools, 34

Tiling, 40

Time on task, 26–28

Time zones, 141–142

Tools: activity indicators and remote screen viewing, 45–46; application-sharing, 41; automatic technical checks for computers, 48; availability of viable, 139; breakout rooms, 46–47; equipment for synchronous learning, 137; expense of real-time online, 138; file-sharing, 41–42; live audio, 36–39; live video, 39–40; multimedia, 46; online

course maps, 44; polling and quizzing, 45; questions to ask before buying synchronous, 143–146; recording and playback of live audio and video, 47; simulated online environments, 48; slide showing, 43; text-based, 34; virtual whiteboards, 41–42; Web tours, 44
Troubleshooting technical crises, 94–98
Tutoring checklist for virtual sessions, 94
Twenty Questions activity, 117
Twigg, Carol, 39
Typing in real-time learning, 136

U

Upgrades for synchronous tools, 145

V

Venues. *See* Learning venues; Organizing synchronous venues

Versions of synchronous tools, 146

Video: conveying body language with, 83–84, 85; expectations for synchronous venues with, 137–138; factors effecting quality of live, 40; online tools, 39–40; questions to ask before buying tools for, 143–144; recording and playback of live sessions, 47

Virtual body language: benefits of nonverbal cues, 77–78; emoticons and abbreviations for, 78–80; exchanging

nonverbal cues, 76–77; immediacy and, 75–76; judging learner's state of mind, 82–83; polling as proxy for body language, 80–82; video for, 83–84, 85

Virtual classroom: as online learning venue, 51, 53, 58–59; preparing for, 93–94

Virtual environments. *See* Learning venues; Synchronous interactions

Virtual office/meeting room, 51, 52, 57–58

Virtual reference desk: as activity, 128; as online learning venue, 51, 52, 56–57

Voice activation for video participation, 40

Voice over Internet Protocol (VoIP), 37

VOW (voice of the Web) role, 87

W

Web: factors effecting quality of video over, 40; sites on synchronous learning, 133–134; Web tour tools, 44

Webcasting: as interactive learning venue, 51, 53, 59–61; preparing for interactive, 93–94; streaming broadcasts, 37–38, 61–63

Whiteboards: about, 41–42; questions before buying, 144

Y

Yoong, Pak, 65

